The Biodiversity of Insects on Glendon Campus

By: M. Vonica, M. Tausan, Y. Maiorova (contribution to research project), and S. Founev (contribution to research project)

GL/BIOL 3000 Suivi écologique en milieu urbain (Supervised by Dr. Laura McKinnon)

What
Dr. Laura McKinnon led a two-week intensive field course on Glendon campus with a class of 20+ students.

Learned data collection techniques and installation of monitoring equipment for various taxa of animals.

Course concluded with a group research project, applying skills learnt on an independent topic.

Findings & Conclusions
Highest biodiversity and abundance of insects in the secluded forest environment.

Lowest biodiversity and abundance in the environment near the Don River.

Significant evidence that sheltered forest habitats are best suited for insects to thrive

Insect species are crucial for terrestrial ecosystems, supporting vegetation growth and providing a food source.

Our Study
Studied the effect of urbanization on insect abundance and biodiversity

Installed four pitfall traps in three different environments on campus –
(1) in a secluded forest; (2) near the road; (3) by the Don River.

Collected data daily over one week at each site

Identified insect specimen using microscope analysis.

Importance
Small Scale:
1. Understand how different environmental conditions affect insect population
2. Strengthen the importance to preserve natural environments in a big city.

Large Scale:
1. Acquired crucial research skills necessary for a career and higher education
2. Collaborated with classmates on report

Our Study

Interesting:
1. Being hands-on with classroom knowledge
2. Experiencing animals of various taxa.

Challenges:
1. Unpredictable results of data collection
2. Unfamiliar hours and environments

Suggestions:
1. More time to collect specimen
2. Broaden research territory (around city)

Our Study

Future students
1. Have patience in the research process. Constructing independent research projects require more effort and time

2. Embrace challenges: learning outside the classroom means thinking outside the box.

3. Apply newly-gained research skills to other projects: actively look for other opportunities to strengthen your knowledge.

Our Study

Our Study

Figure 1: Sparrow caught in mist net.

Figure 2: Turtle being identified by Dr. Marc Dupuis –Desormeaux.

Figure 3: Dr. McKinnon banding a cardinal.

Figure 4: Pitfall trap

Figure 5: Milipede under microscope observation.

Figure 6: Abundance of insects among 3 sites.
Road to Success

Kiran Badial
Advanced Peer Leadership - BC3010 with Dr. Tanya Da Sylva

Introduction

Created a mental health awareness club, called Youth Zen Club, by using the knowledge gained from BC3010 (Advanced Peer Leadership) with Dr. Da Sylva.

Difficulties

Online format made it difficult to successfully carry out large-scale events.
Difficulties resulted from lack of organization and communication.

Overcoming Difficulties

To combat this, we decided to create an executive log.
Each executive member would update their log with the tasks they intend to do for the week.
The task was filled in green once completed.

Lessons Learned

Used the skills obtained from BC3010 towards developing myself as a leader.
- A major skill for all leaders to have is the ability to adapt.
- A good leader must also combine various skills such as great teamwork, communication and organizational skills.

Successful Events

Successfully carried out future events once weak points were improved.

Conclusion

Everything is an experience that you can learn from.
Being able to overcome obstacles while remaining resilient is crucial for all leaders.
“HUMAN BEINGS ARE NOT BUILT IN SILENCE, BUT IN WORD, IN WORK, IN ACTION-REFLECTION”

Paulo Freire,
Pedagogy of the Oppressed(1968)

WHAT IS THE GLOBAL STREET THEATRE?

The Global Street Theatre is a platform for performances, activities, and arts in using play as a way to create alternative perspectives by engaging in collaborative practices. It involves a process of resistance and alternatives to disrupt the status quo, focusing on critical reflection.

By Marvin Veloso

WHAT DOES THIS WORK?

The demands for social change must foster alternative perspectives. By imagining alternative relationships with the environment, the world, and with human and non-human life, we can create spaces for discussing issues through play, work, and performance. Education requires practice, creating spaces for learning and critical reflection.

WHAT IS NEXT?

I envision The Global Street Theatre as an international platform, a collaborative project, that can engage in virtual spaces, where we imagine new forms of resistance and create alternatives. We must imagine alternative ways to be created, based on participatory actions. We produce knowledge everyday and learn in the act of doing it. We can be part of this change, working on a virtual platform.

Leadership requires critical listening, especially in collaborative environments, open to experiences and memories, knowing when to be supportive. The knowledge, memory, and experience which is brought into forums must be open to alternative perspectives. Humanity is facing increasing existential crises from climate change, political instability, and the global pandemic has revealed the lingering inequalities and historical traumas, forcing us to realize that alternatives exist.

I imagine The Global Street Theatre as a collaborative project, publication, or research journal. In furthering my scholarly work, I am pursuing an MA in Performance Studies and Architecture and Urban Planning. I want to imagine what these alternatives look like, how do we perform them, and what kind of spaces must be open to alternative perspectives.
The Osgoode Mediation Clinical Intensive program, offered at Osgoode Hall Law School, provides students with theoretical and practical mediation training. The OMC is run by students who provide free community and court-related mediation services under the supervision of the program Director and other mediation professionals. The OMC students also create and deliver dispute resolution training seminars and workshops. The OMC has 3 divisions: Youth & Family; St. Stephen’s; and Clinic & Campus. As a member of the Clinic & Campus division, I provided services to students, staff, and the wider community.

**INTRODUCTION**

**TRAINING**

Theoretical:
- Conflict Styles
- Positions vs Interests
- Mediation Styles

Practical:
- Mediation Certification Training Program
- Mediation Process
  - Case Preparation and Assessment
  - Mediation Session
  - Follow-up
- Mediators control the process; Parties control the problem

**MEDIATIONS**

Small Claims Court Mediations
- Cases
  - Dispute b/w employer and employee re: wages owed
  - Dispute b/w corporation and contractor re: invoice
  - Dispute b/w vendor and consumer re: quality of goods
- Coaches are invaluable
- Insight: Impersonal, Power Imbalances & Language Barriers

Community Mediations
- Cases
  - Dispute b/w professional business partners re: ownership
  - Dispute b/w professor and student re: academic credit
- Insight: Personal, Emotionally-Charged & More Time

**SKILLS**

- Active Listening
- Information Gathering
- Effective Communicating
- Public Speaking
- Balancing preparation and adaptability
- Handling complex circumstances and emotions

**IMPORTANCE**

I am more aware of my role in dispute resolution, as both a facilitator and as a participant, in all professional and personal settings.

I discovered a passion for helping others and a spirit of collaboration.

I will use the mediation process in my legal practice to resolve disputes outside of the court system, thereby addressing the access to justice crisis and providing an option for parties with disputes that do not meet the legal threshold.

**ADVICE**

The OMC was the most impactful and rewarding law school experience. I would highly recommend taking any EE opportunity that interests you because the skills developed cannot be matched with in-class learning. You will gain self-confidence, self-awareness, and a better understanding of the world around you.
Who we are and what we did

Our 8-person student group, Trauma Link, from September 2019 to April 2020, led a project with Yonge Street Mission, to create an online hub for front-line NGO workers. Occurring both in and out of the classroom, the outcome of the project was to mobilize practices on adult trauma-informed care in an accessible for NGO staff.

What we learned

Communicating with diverse people

- Working well with each other despite different academic backgrounds by giving everyone an equal amount of respect and consideration.
- Important as communicating with different professionals in the real world is a necessary skill
- Communicating effectively was challenging
  - New to us
  - Difficult to learn while managing other responsibilities
- Interactions between each other helped us understand each other’s approach and communicate effectively

Managing our time

- Acquired by:
  - Meeting many deadlines that a successful project requires.
  - Creating new plans when deadline requirements changed
- Managing our time was challenging due to:
  - Different responsibilities requiring attention
  - Delegating tasks when overwhelmed was one way we learned to manage our time.

Conducting a real-world project

- We experienced obstacles such as:
  - Accessibility of stakeholders, info
  - Complexity of real-world solutions
- We saw segments of our academic program learning in our project while seeing extensions of that learning that we had never seen but were necessary.
- We applied knowledge we learned in our degrees to real-life situations.

For the future

- We learned:
  - Highly employable skills
  - Real-world insight on project management
- We could improve on:
  - Managing our expectations of completing tasks in a complex, real-world project.
- Future students should be able to:
  - Handle conflict, and setbacks as they build essential skills and traits
  - Have a guiding vision with metrics and deliverables for growth and improvement
The project is a three-month internship at Artery that led to the creation of our own collective, Luha. We had the opportunity to collaborate with Artery to curate and plan showcases within Toronto and also assist in their marketing strategy for their show at South by SouthWest in Austin, Texas.

Artery turns every nook and cranny to pop-up shows. Their goal is to provide a space for artists, hosts and audience to have a space to gather and enjoy performances, art and culture. We created showcase templates for Artery’s hosts and artists to take on. We also helped compile a list of local and upcoming artists. Lastly, Artery encouraged us to start our own collective by guiding us through the process of showcase ideation.

Artery and the course 3150 inspired us to pursue and utilize our skill sets. Our experience solidified our beliefs in ourselves as aspiring artists and curators in Toronto. As we build our own platform, we want to take the inspiration and musings that we learned from this project as motivation in the process of our creation and production. This experience made us realize the relevance of relationality with ourselves and the community.

In the future, we hope for a more collective Toronto that follows Artery’s model of providing constant collaboration among different communities.
Student-led Conferences (SLCs) are "Parent-Teacher Interviews" where students present:

- A self-reflection of their strengths and areas of improvement
- A work showing their best achievement
- A work that requires improvement
- A work of their choice

**The Impact**

- Self-Efficacy
  - Students speak for themselves.
- Trust
  - Strengthens connection between students, parents, and teacher
- Culturally Responsive Pedagogy
  - Students' lives are the focus.
- Professional Insight.
  - Teachers see the impact of their work.

**Sample SLC**

I am really good at working with others. We always come up with good ideas together. I'm really messy though. I get organized by putting my papers in the right folders.

I really don't like rounding numbers. I don't understand the things that I write down in my math book. If I write things down neater, I think I will remember the ideas better. I can also ask for help.

I am really good at drawing. I like putting the details in the picture and in my writing which was two whole pages! I like writing and would have written even more. I lost the second page though and had to re-write it.

I liked that everyone in class made a tree for the road. Smaller trees make them look further away. I wrote about where this road might be taking me. I suggested the name for this piece: "Road to Freedom".
COMMUNITY
A Teacher Candidate’s Perspective on EE

By:
Niyousha
Ghomashchi

Where:
Civic Centre Resource Library

When:
2019-2020 Academic Year

What:
B.Ed. Practicum - Tutoring students grades 1-8 in math, science & English as part of the “Homework Help Program”

I LEARNED HOW:
1. Keep it simple
2. Don’t be afraid to make mistakes
3. You don’t need to get every piece of homework done. Sometimes it’s ok to just hang out and talk

Advice to Students Interested in EE:
- to step outside my comfort zone
- to use the community to enrich my teaching
- to better meet the needs of diverse students
- limitless potential can be with a growth mindset

COMMUNITY
The value of community members and other stakeholders to learning

2. The role of community in ensuring equity and a level playing field for all learners

3. The role of a safe and inclusive space to learning

4. The need for continuous reflection on one’s biases, privileges, and impact as an educator

5. The value of adaptability and becoming comfortable with evolving educational demands
Art for Change
Mallayna Whittington
Inner City Angels: Bachelor of Education First Year Community Practicum

Introduction
During my Year 1 (practicum) as a Teacher Candidate of the B.Ed. Program, I had the pleasure of working as an artist’s assistant with Inner City Angels, an organization that provides a balanced approach to arts education. This poster represents my experiences and lessons learned.

Life Changing Experiences
Providing art education to student in under-represented and disenfranchised communities

Through various art forms such as Indigenous story telling exploring different elements of art design to build community

Learning and developing strength-based approach to positive reinforce and encourage students to cultivate their art skills

I strengthened my ability to teach student-directed or inquiry based learning through different elements of art design

Sharpening my skills on classroom management and learning a variety of tools and skills to help foster creativity while keeping students on task

I Learned How to:
• Facilitate community building through my role as an Artist Assistant
• Foster and encourage student creativity
• Model unfamiliar art techniques
• Step out of my comfort zone
I was able to experience team-teaching in an environment outside of the classroom

What I learned
• How to use different art forms to explore socioeconomic and social justice issues through inquiry-based learning
• The importance of amplifying students voices
• How art allows students to express themselves in a non-traditional way
• How to build community with students and educators
• How to use these practices in my classrooms

Conclusion
My experience with Inner City Angels gave me the opportunity to enhance my pedagogy both inside and outside of the classroom. I developed a new appreciation for working with a diverse group of students which in turn helped sharpen my understanding of inquiry-based learning. Working with Inner City Angels helped me strengthen and gave me hand's on experience in classroom management all while amplifying student voices and fostering their creativity. Overall, my time spent with artists like Charmaine Lurch and Fria Muzumdar and others from the organization will be cherished. I look forward using everything that I learned though my practicum to continuing to develop both my personal and professional goals.
Abstract

The research was conducted to analyze the challenges/barriers that young refugees and asylum seekers face when assessing the social and health system of United Kingdom. A partnership must be created between the UK government, NHS, and the other social systems.

Introduction

• The United Kingdom has a lower refugee acceptance rate of 1.6%. Asylum seekers in the country is 0.1% of the total population.
• SDOH factors such as access to safe and secure housing, education, and healthcare—including physical and mental health services impact asylum seekers’ and young refugees’ life chance of thriving in the UK

Refugees in UK 2.2%  Asylum Seekers Population 0.1%

Refugees in Europe 97.8% UK Total Population 99.9%

Capabilities Theory

• Human rights and social justice-based approach to human well-being and development.
• Detailed approach that describes the challenges and barriers that young refugees and asylum seekers face.
• If a policy, process, treatment or the law violates the capabilities theories, then that respective policy, process, treatment or the law is unjustified and unethical.

Young Roots

• Advocates and actively creates new partnerships to provide counselling, housing, educational, social and health supports for the young refugees and asylum seekers.

Application

• The organization takes a capability approach to fight for young refugees and asylum seekers. Such as the age corrections with home office

Thanks to Global Health Practicum Team, Young Roots Team, NHS and CCG in Brent and Croydon Teams.
**Volunteering on Georgian Bay’s Métis Council**

**Learning a Culture While Supporting it Through a Pandemic**

Kevin Moreau

York University Faculty of Education – B.Ed. Community Independent Study Unit (CISU)

### Background

- **My Experiential Education (EE) occurred** during my CISU for the B.Ed. class EDPR1000.
- **In the spring of 2020 the pandemic arrived** as I took on a volunteering role as the Secretary of the Georgian Bay Métis Council. I worked with 9 other council members and MNO staff.
- **Located only 2 hours north west of the city of Toronto,** the GBMC cultural events and education prospects were impacted by the COVID-19 pandemic.
- The community and council had to adapt quickly to preserve and offer new services to its members.

### Objectives

- **To provide a new path for Youth Cultural Events** that are traditionally held in large groups and in close proximity.
- **To mitigate the risk of youth falling behind in education** due to the shift to online learning.
- **To support citizens whose income and quality of life is suffering due to the pandemic.**

### Results

**Youth Cultural Events**

- Youth and social events could no longer take place in a safe manner.
- Concerns were for a lose of culture and awareness of heritage.
- Funds were reallocated to producing Cultural Kits. 50 youth between 0 and 12 YOA received kits with culturally relevant activities.

**Youth Technological Assistance**

- Youth could no longer reliably expect an in-class education.
- Concerns were that inequalities in access to education for Métis youth would be increased.
- Online surveys were sent to the community to determine the Technological needs of citizens.
- 62 Chromebooks have been distributed for youth remote schooling. A future 30 are funded.

**Council round table meetings.**

- Zoom meetings and e-motion procedures were adopted.
- New initiatives were created: community industrial freezer, food cards, food baskets, children's x-mas gifts.

### Reflections

- It was most interesting that the pandemic caused the physical separation of the council and the citizens, yet it resulted in galvanizing the community. The yearning to overcome and to reach out produced a closeness that transcended physical proximity.
- The multimodal teaching concepts covered in the first semester of the York U B.Ed. program, facilitated much of the community outreach and interactions needed to succeed in the Pandemic.
- Course content regarding the struggles of marginalized communities provides a shell, once within the communities I was able to see its many layers and gems within.
- EE is an invaluable source to:
  i) enrich yourself culturally
  ii) for self exploration
  iii) support others

### Further Information

- Métis Nation of Ontario [www.metisnation.org](http://www.metisnation.org)
- I’m at [GBMC.KevinMoreau@gmail.com](mailto:GBMC.KevinMoreau@gmail.com) if you have a question or comment.